

L E Gable Middle

198 Otts Shoals Road
Roebuck, SC 29376

Grades 6-8 Middle School

Enrollment 749 Students

Principal Karen N. Bush 864-576-3500

Superintendent Dr. Darryl Owings 864-576-4212

Board Chair Mr. Michael Crook 864-576-4212

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	8	25	2	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	No
2004	Good	Below Average	No
2005	Average	Unsatisfactory	No
2006	Average	Unsatisfactory	No

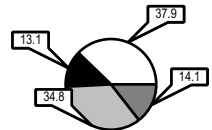
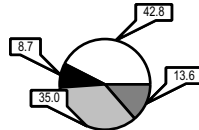
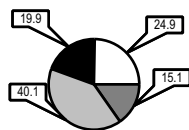
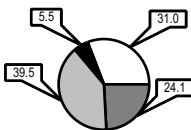
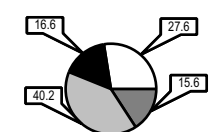
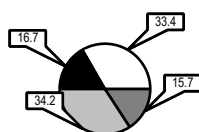
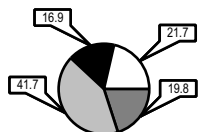
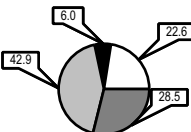
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	99.2
English 1	N/A	98.0
Biology 1/Applied Biology 2	N/A	97.7
Physical Science	N/A	71.1
All Subjects	100.0	98.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	769	99.9	30.9	39.6	24.1	5.5	39.7	Yes	Yes
Gender									
Male	383	100.0	39.2	38.9	19.0	2.9	31.4	N/A	N/A
Female	386	99.7	23.0	40.2	29.0	7.9	47.5	N/A	N/A
Racial/Ethnic Group									
White	547	99.8	25.4	39.7	27.6	7.2	44.6	Yes	Yes
African American	178	100.0	48.8	38.4	12.2	0.6	23.2	No	Yes
Asian/Pacific Islander	17	100.0	15.4	46.2	38.5	0.0	61.5	I/S	I/S
Hispanic	24	100.0	31.8	40.9	27.3	0.0	31.8	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	673	99.9	23.9	42.5	27.3	6.3	44.8	N/A	N/A
Disabled	96	100.0	78.9	18.9	2.2	0.0	4.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	769	99.9	30.9	39.6	24.1	5.5	39.7	N/A	N/A
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	763	99.9	30.4	39.9	24.2	5.5	39.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	308	99.7	51.1	36.6	11.6	0.7	21.1	No	Yes
Full-pay meals	461	100.0	17.5	41.5	32.4	8.6	52.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	769	99.9	24.7	40.3	15.1	19.9	45.4	Yes	Yes
Gender									
Male	383	100.0	28.5	38.6	13.5	19.3	40.9	N/A	N/A
Female	386	99.7	21.0	41.8	16.7	20.5	49.7	N/A	N/A
Racial/Ethnic Group									
White	547	99.8	20.2	38.9	16.8	24.1	52.6	Yes	Yes
African American	178	100.0	40.2	44.5	9.1	6.1	21.3	No	Yes
Asian/Pacific Islander	17	100.0	7.7	23.1	15.4	53.8	76.9	I/S	I/S
Hispanic	24	100.0	27.3	45.5	22.7	4.5	36.4	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	673	99.9	18.8	42.1	16.9	22.3	50.4	N/A	N/A
Disabled	96	100.0	65.6	27.8	3.3	3.3	11.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	769	99.9	24.7	40.3	15.1	19.9	45.4	N/A	N/A
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	763	99.9	24.5	40.3	15.1	20.1	45.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	308	99.7	39.4	44.4	9.2	7.0	23.9	No	Yes
Full-pay meals	461	100.0	14.9	37.5	19.1	28.4	59.7	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	769	99.5	42.5	35.2	13.6	8.7	22.4
Gender							
Male	383	99.5	42.5	34.1	13.6	9.8	23.4
Female	386	99.5	42.5	36.2	13.7	7.7	21.4
Racial/Ethnic Group							
White	547	99.6	35.0	37.6	16.2	11.2	27.4
African American	178	98.9	66.0	27.8	4.9	1.2	6.2
Asian/Pacific Islander	17	100.0	30.8	30.8	30.8	7.7	38.5
Hispanic	24	100.0	50.0	36.4	9.1	4.5	13.6
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	673	99.4	38.0	37.7	14.8	9.5	24.3
Disabled	96	100.0	73.3	17.8	5.6	3.3	8.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	769	99.5	42.5	35.2	13.6	8.7	22.4
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	763	99.5	42.1	35.3	13.8	8.8	22.6
Socio-Economic Status							
Subsidized meals	308	98.7	63.1	28.7	5.0	3.2	8.2
Full-pay meals	461	100.0	28.9	39.4	19.3	12.4	31.7

Social Studies							
All Students	769	99.3	37.5	35.1	14.2	13.2	27.5
Gender							
Male	383	99.2	39.4	32.5	13.0	15.1	28.1
Female	386	99.5	35.6	37.5	15.3	11.5	26.8
Racial/Ethnic Group							
White	547	99.5	32.2	36.3	15.7	15.9	31.6
African American	178	98.9	52.5	32.7	8.6	6.2	14.8
Asian/Pacific Islander	17	100.0	23.1	38.5	23.1	15.4	38.5
Hispanic	24	100.0	59.1	22.7	13.6	4.5	18.2
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	673	99.3	32.7	37.1	15.3	14.8	30.2
Disabled	96	100.0	70.0	21.1	6.7	2.2	8.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	769	99.3	37.5	35.1	14.2	13.2	27.5
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	763	99.3	36.9	35.4	14.3	13.4	27.7
Socio-Economic Status							
Subsidized meals	308	98.7	56.7	30.1	8.9	4.3	13.1
Full-pay meals	461	99.8	24.8	38.3	17.8	19.2	36.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	236	100.0	28.6	38.7	24.0	8.8	32.7
	7	255	99.2	23.5	47.0	27.2	2.3	29.5
	8	243	100.0	23.1	44.9	25.2	6.8	32.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	244	99.6	33.9	34.8	22.6	8.7	31.3
	7	250	100.0	28.8	41.9	25.3	3.9	29.3
	8	275	100.0	29.9	41.7	24.4	3.9	28.3
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	236	99.6	16.2	38.9	24.1	20.8	44.9
	7	255	99.2	21.2	35.0	17.5	26.3	43.8
	8	243	100.0	27.8	47.9	14.1	10.3	24.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	244	99.6	20.0	40.0	18.7	21.3	40.0
	7	250	100.0	21.8	42.4	10.5	25.3	35.8
	8	275	100.0	31.5	38.6	16.1	13.8	29.9
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	235	100.0	38.7	29.0	16.1	16.1	32.3
	7	255	99.2	32.7	39.2	14.3	13.8	28.1
	8	243	100.0	40.6	41.0	10.3	8.1	18.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	244	99.6	47.8	27.8	16.5	7.8	24.3
	7	250	99.6	43.9	33.3	12.3	10.5	22.8
	8	275	99.3	36.4	43.5	12.3	7.9	20.2
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	235	100.0	26.7	38.7	12.9	21.7	34.6
	7	255	99.2	36.9	38.2	17.5	7.4	24.9
	8	243	100.0	29.5	46.2	16.7	7.7	24.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	244	99.6	29.1	32.2	16.1	22.6	38.7
	7	250	99.6	53.1	25.9	7.5	13.6	21.1
	8	275	98.9	31.0	46.0	18.7	4.4	23.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 749)				
Students enrolled in high school credit courses (grades 7 & 8)	19.8%	Down from 20.2%	26.7%	16.7%
Retention rate	0.4%	No change	1.8%	2.5%
Attendance rate	96.4%	Down from 96.8%	96.3%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 1.9%	2.0%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 1.9%	2.0%	1.0%
Eligible for gifted and talented	28.6%	Up from 27.9%	24.0%	15.6%
On academic plans	31.5%	N/AV	32.7%	39.9%
On academic probation	1.2%	N/AV	2.2%	0.7%
With disabilities other than speech	11.6%	Up from 11.1%	9.2%	12.4%
Older than usual for grade	0.5%	Down from 0.7%	3.0%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.1%	0.8%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 51)				
Teachers with advanced degrees	62.7%	Down from 67.3%	57.6%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	15.7%	N/A	5.1%	9.1%
Teachers with emergency or provisional certificates	2.3%	Down from 4.7%	4.1%	5.6%
Teachers returning from previous year	86.5%	Down from 89.9%	86.8%	84.6%
Teacher attendance rate	94.7%	Down from 95.7%	94.8%	94.8%
Average teacher salary	\$43,844	Down 0.4%	\$43,050	\$42,267
Prof. development days/teacher	6.5 days	Down from 15.6 days	11.5 days	11.9 days
School				
Principal's years at school	1.0	Down from 2.0	5.0	3.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 20.7 to 1	22.2 to 1	21.1 to 1
Prime instructional time	90.6%	Down from 91.7%	89.8%	89.0%
Dollars spent per pupil*	\$5,959	Up 7.5%	\$5,721	\$6,243
Percent of expenditures for teacher salaries*	67.7%	Up from 65.2%	61.6%	59.8%
Percent of expenditures for instruction*	70.7%		66.0%	65.2%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	96.8%	Down from 99.0%	96.8%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Down from Excellent	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	8.8%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.8%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2005-2006 school year proved to be an exciting time for Gable Middle School. Construction and renovation greeted students and teachers at the beginning of the school year. The main office was renovated over the summer, and construction was taking place to build a new sixth grade wing. During the middle of the school year, GMS welcomed fourteen new classrooms and three new science labs.

GMS also celebrated many accomplishments during the 2005-2006 school year. Thirty-nine eighth grade students were selected as SC Junior Scholars for excellent performance on the PSAT. This tied the largest group of Junior Scholars in Gable Middle School's history. The GMS chapter of National Junior Beta Club had over 300 members participating in Beta Club activities and service projects. GMS competed in the Continental Math League for the eighth year in a row. The GMS seventh grade orchestra and the GMS eighth grade orchestra both received superior ratings at the South Carolina Orchestra Concert Festival. GMS chorus students also received a superior rating at their State Choral Festival with the highest sight reading score in the state.

The faculty, staff, administration, and students participated in several community service projects. GMS student council sponsored a canned food drive in the fall. GMS contributed 6,671 cans and \$400 in donations to Total Ministries of Spartanburg. Beta Club members participated in the St. Jude's Children Research Hospital Math-A-Thon. They raised \$3,998.80 for the children of St. Jude. The entire GMS community graciously gave to a very special service project throughout the entire school year. One of Gable Middle School's own sixth grade students was battling leukemia for the second time. GMS rallied its support and raised over \$10,000 for the Hope Fund.

During the 2005-2006 school year, the faculty and administration of L.E. Gable Middle School continued to implement five literacy goals for our students. The five literacy goals included reading twenty-five books, writing a research paper, learning reading and writing strategies, participating in enriched language arts classes, and writing frequently in all classes. As a part of the promotion of literacy, each academic and exploratory teacher was responsible for teaching reading through the use of five strategies. These strategies provided our students with skills in the areas of comprehension, listening, summarization, organization, and note taking. Students continued to use Thinking Maps to organize their thoughts and improve their writing. Teachers and administrators at GMS also continued to focus on data analysis to improve instruction. Through the use of Test View, teachers and administrators were able to analyze MAP scores and PACT data. This data analysis allowed teachers and administrators to make data-driven decisions concerning curriculum and instruction. Gable Middle School continued to implement a Compass Odyssey computer lab. The Compass Odyssey Program is an enrichment program that correlates with the South Carolina Curriculum Standards. Students came to the computer lab with all subject areas for computer-based learning that coincided with classroom instruction. L.E. Gable Middle School also continued a school-wide sustained reading program in which students read each day for fifteen minutes in a specified class.

GMS also began implementing a new character education program. Gable P.R.I.D.E. encourages teachers and students to display their Productivity, Respect, Initiative, Determination, and Excellence.

Excitement, enthusiasm, and high expectations are evident each day as our school strives for excellence.

Karen Bush, Principal and Seth Buckley, School Improvement Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	53	239	137
Percent satisfied with learning environment	88.5%	73.2%	84.3%
Percent satisfied with social and physical environment	82.7%	75.1%	80.0%
Percent satisfied with school-home relations	83.0%	83.8%	81.8%

*Only students at the highest middle school grade level at this school and their parents were included.